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ABSTRACT

This syllabus for teachers of the second year of a course in Mandarin Chinese is based on the texts "Beginning Chinese" and "Beginning Chinese Reader" by John DeFrancis. The objectives and scope of the audiolingual course cover Chinese grammar, additional Chinese characters, syntax, and phonology. Emphasis is placed on development of reading and writing skills. Seventeen units are outlined in the syllabus, and extensive additional material on the Chinese culture is included. For the companion documents see FL 002 202, FL 002 203, and FL 002 204. (RL)

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CHINESE-RUSSIAN STUDY CENTER
Toledo Public Schools
Toledo, Ohio

Syllabus for use in Mandarin Chinese Language II
as prepared by Pickering Chang-shou Lee, 1969-1970

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECOND YEAR CHINESE

Objectives for the Second Year Chinese

1. To expand 250 additional new Chinese characters.
2. To further develop the skills in speaking, listening, writing, and with more emphasis on reading.
3. Ability to write simple social letters suitable for the age level.
4. To acquaint the students with traditional Chinese customs and culture.
5. Ability to read anything already studied when written in transcription.

The Scope for the Second Year Chinese

1. Phonology: (Beginning Chinese--Lesson 13-21)
   a) Continuous drill on phonetics with particular emphasis on contrastive drills.
   b) Review of tonal modification
2. Syntax: (Beginning Chinese--Lesson 13-21)
   a) Chinese parts of speech--coverbs, postverbs, etc.
   b) About 42 structural patterns will be introduced.
3. Reading and Writing: (Beginning Chinese Reader, Part I--Lesson 13-21)
   a) Ability to recognize 250 additional Chinese characters.
   b) Read and write anything that has already been learned in oral drills.

METHODOLOGY

The first two weeks of the Chinese II should be spent in reviewing the audio-lingual skills developed in Chinese I, as well as in reviewing the Chinese characters and sentence structure already learned. The audio-lingual skills still play an important role in Chinese II, but reading will be given more time. More emphasis should also be given to the writing skill. The students will be asked to write a short composition every two weeks. The topic is based on mainly on vocabulary and idiomatic expressions learned in class.

The following distribution of class time devoted to the four skills is recommended:

Listening	25%
Speaking	25%
Reading	30%
Writing	20%

1. Listening Comprehension
   a) In addition to listening to dialogues, pattern drills on the sentence level, the students have more opportunity to practice their listening comprehension on the paragraph level.
   b) The students should continue to listen and speak before seeing them in print.
2. Speaking
   a) Answers to questions are expected to be longer, freer, and of greater variety.
   b) Topics of conversation should be expanded to include family and school activities.

3. Reading

a) Reading selections from the textbook, Beginning Chinese Reader, and those assigned for self-study from Read Chinese.

b) Reading becomes more extensive.

c) All readings should be discussed, and reviewed orally in class.

d) The students should control a vocabulary of about 450 characters.

e) Reading materials should be related with some aspect of the student's life.

4. Writing

a) All written exercises should be based on material which has been practiced orally and/or read.

b) Every two weeks the students have to write a short composition.

c) Changing a dialogue to a narrative or a narrative to a dialogue.

d) Writing simple letters using vocabulary and special combinations learned.

e) Taking dictation of familiar material.

5. Chinese Culture

a) A display of pictures, maps, periodicals, books, etc.

b) Films, filmstrips, slides will be shown in the class.

c) A few of these topics are as follows:

1) Political, educational, economic, social, traditions of China

2) Chinese art--architecture, gardens, painting, calligraphy, music

3) Chinese Literature--brief discussion from the past to the present

4) Social activities: New Year, recreations, funeral ceremony, etc.

SECOND YEAR CHINESE

The Content of the Textbook

1. Beginning Chinese by John DeFrancis

   Publisher: Yale University Press, 1966.

   The text is divided into 26 lessons dealing with daily life situations. Each lesson consists of the following items:

   1) Dialogue: This helps the students to use the vocabulary and its special combinations in their conversation.

   2) Vocabulary and Sentence Build-up: New vocabularies are learned not individually but in their contexts. Sentence Build-up is used as a way to reach the goal.

   3) Pattern Drills: This section is used to study the grammar of spoken Mandarin Chinese.

   4) Pronunciation Drills: This section is used to study the sounds of Chinese.

   5) Notes: This section explains the grammar and its cultural context.

2. Beginning Chinese Reader by John DeFrancis (Part I)

   Publisher: Yale University Press, 1966.

   The text is divided into 30 lessons. Each lesson is consisted of 10 new characters and many special combinations. This text is closely correlated with Beginning Chinese. It will be used after the students have finished lesson 12 of the conversation text. Each lesson is divided into the following parts:

   1) Vocabulary and its Special Combinations

   2) Build-ups and Illustrative Sentences

   3) Dialogues and Narratives

   4) Translation into Chinese

3. Additional Teaching Materials

1) Audio-Visual Materials

a) Filmstrips: Peking: The Forbidden City

Life Filmstrips, color, 65 frames, guide

b) Slides - 35 mm. China

Roloc, color, 103 slides

c) Disc Recordings: Chinese Music (Lyrichord Discs)

Chinese Masterpieces for the erh-hu 2 copies

China's Instrumental Heritage 2 copies

Chinese Drums and gongs

Chinese Art Songs (Four Seas Company)

2) Supplementary Reading Material

Read Chinese: Book I by Fred Fang-yu Wang

Published by Far Eastern Publication, Yale University, 1964.

3) Language Notebook:

15 minutes per day of language tape work is followed.

4) Reading Material about Chinese Culture

The Chinese, Their History and Culture

by K. S. Latourette

Published by Macmillan, New York, 1946

a)	Government	p. 450-480
b)	Economy	p. 483-516
c)	Social Life	p. 565-602
d)	Literature and Education	p. 649-668

SECOND YEAR CHINESE

(About two weeks as one Unit)

Unit 1: Lesson 13 - Getting Acquainted (BC)

1. General review of Chinese I
2. Active command of 31 words and morphemes
3. Study 7 sentence patterns
   a) Completed Action with le in Dependent Clauses
   b) Le Indicating Completed Action or New Situation
   c) Le with Stative Verbs and Time Expressions
   d) Single and Double le with Quantified Objects
   e) Imminent Action with le
   f) Clauses Expressing Relative Time
   g) Le with Negative Verbs
4. Pronunciation Drills:
   a) The in-ian-an Contrast
   b) The ou-uo Contrast
   c) Contrast between h and Zero Initial

Unit 2: Lesson 13 - (BCR) and Lesson 7-8 (RC)

1. Study 10 new characters and 19 special combinations in BCR.
2. Learn about 15 characters and their combinations in RC.
3. Write a short composition about the school.

*BCR: Beginning Chinese Reader (Part I)

*BC: Beginning Chinese

*RC: Read Chinese (Book I)

Unit 3: Lesson 14 - Discussing School Work (BC)

1. Learn 27 words and morphemes.
2. Study 5 sentence patterns
   a) The Coverbs yong, gei, dui.
   b) Subordination of Transitive and Intransitive Verbs to Nouns
   c) Completed Action with guo
   d) Resultative Verbs
   e) Large Numbers
3. Pronunciation Drills
   a) Contrasts in ui: 1-2 versus tones 3-4
   b) Contrasts in iu and you: tones 1-2 versus tones 3-4
   c) Contrasts in Juncture

Unit 4: Lesson 14 - (BCR) and Lesson 9-10 (RC)

1. Learn 10 new characters and 25 special combinations in BCR.
2. Study 15 new characters in RC.
3. Write a short composition about books.

Unit 5: Lesson 15 - Studying and Traveling

1. Learn 30 words and morphemes
2. Study 5 sentence patterns
   a) Duration of an Action in the Future
   b) Duration of an Action in the Past
   c) Duration of an Action into the Present (a)
   d) Duration of an Action into the Present (b)
   e) Number of Occurrences
3. Pronunciation Drills:
   a) Suffixed r with final a, o, e, u, ng: add r
   b) Suffixed with ai, an, en: drop final letter and add r
   c) Suffixed r with final i, u after consonants: add er
   d) Suffixed r with final "i", in, un: drop final letter and add er

Unit 6: Lesson 15 - (BCR) and Lesson 11-12 (RC)

1. Study 10 characters and 21 special combinations in BCR
2. Study 15 characters and their combinations in RC
3. Write a short composition about home.

Unit 7: Lesson 16 - Visiting Friends (BC)

1. Learn 28 words and morphemes
2. Study 10 sentence patterns:
   a) Verbs of Motion
   b) Directive Postverbs
   c) Objects and Postverbs
   d) Compound Verbs
   e) Compound Verbs with Objects
   f) Compound Verbs with dao
   g) The Coverb lian
   h) Question Words as Indefinites
   i) Passives with shi---de
   j) Definite Objects with the Coverb ba
3. Pronunciation Drills:
   a) Contrasts of Initials in Two-Syllable Paris
   b) Review Tone Modifications

Unit 8: Lesson 16 (BCR) and Lesson 13-14 (RC)

1. Study 10 characters and 24 special combinations in BCR
2. Study 15 characters and their combinations in RC
3. Write a short composition about friends.

Unit 9: Lesson 17 - Playing Guess-Fings' (BC)

1. Learn 30 words and morphemes
2. Study 2 sentence patterns:
   a) Similarity and Disparity
   b) Question of Stative Verbs
3. Pronunciation Drills
   a) Contrast of Finals in Two-Syllable Pairs
   b) Tonal Shifts of Three-Syllable Expressions

Unit 10: Lesson 17 and Lesson 18 (BCR)

1. Study 10 new characters and 22 special combinations
2. Review from Lesson 13-16
3. Write a short composition about high school life.

Unit 11: Lesson 18 - Review (BC)

1. General Review from Lesson 13-Lesson 17
2. The following techniques will be used:
   a) Analogy drill b) Replacement drill c) Insertion drill
   d) Transformation drill e) Conversation f) Narrative

Unit 12: Lesson 19 - Eating Family Style (BC)

1. Lesson 30 - new words and morphemes
2. Study 6 sentences patterns:
   a) Stative Verbs Expressing Manner
   b) Progressive Action
   c) A Special Type of 'IF' Sentence
   d) A Special Type of 'ALTHOUGH' or 'BUT' Sentence
   e) Expressing 'BESIDE, EXCEPT FOR, APART FROM'
   f) Concessive Construction
4. Pronunciation Drills:
   Review of Four-Syllable Expressions (I)

Unit 13: Lesson 19 (BCR) and Lesson 15-16 (RC)

1. Study 10 new characters and 40 special combinations in BCR
2. Study 15 new characters and their combinations in RC
3. Write a composition about Chinese food

Unit 14: Lesson 20 - Calling a Friend (BC)

1. Learn 32 new words and morphemes
2. Study 4 sentence patterns:
   a) Use of yi as an Adverb
   b) Use of qilai as a Postverb
   c) Expressions with da
   d) More Resultive Verb Compounds
3. Pronunciation Drills:

   Review of Four-Syllable Expressions (II)

Unit 15: Lesson 20 (BC) and Lesson 17-18 (RC)

1. Study 10 new characters and 37 special combinations in BCR
2. Study 15 new characters and their special combinations in RC
3. Write a short composition about Chinese People

Unit 16: Lesson 21 - Eating in a Restaurant (BC)

1. Learn 31 words and morphemes
2. Study 4 sentence patterns:
   a) Repetition of Question Words
   b) Sentences with jiushi 'even (if)'
   c) Transformation of V-O to Ø-V
   d) Stative Verbs as Adverbs
3. Pronunciation Drills

   Review of Four-Syllable Expressions (III)

Unit 17: Lesson 21 (BCR) and Lesson 19-20 (RC)

1. Learn 10 new characters and 33 special combinations in BCR
2. Learn 15 new characters and their combinations in RC
3. Write a short composition about a Chinese restaurant

Unit 1 - Chinese Traditional Society

1. Two chief social divisions:
   a) Peasantry: agricultural communities in the suburbs.
   b) Landlords: communities in walled towns and cities.
2. The living condition of the Chinese peasants
   a) At least half of their income is used for food.
   b) Usually about four small room-sections for every three persons
   c) Little meat in the diet--a meager meal
   d) Man power takes the place of the machine for most purposes.
   e) Sometimes family members of both sexes must all sleep together on the same brick.
3. The social organization of Chinese village.
   a) It was organized primarily by kinship system and only secondarily as a neighborhood community
   b) Each family, not the individual, is both a social and an economic unit in the political life of its locality
   c) The village has ordinarily consisted of a group of clans
4. The kinship in Chinese family
   a) It is patrilinoal--the family headship passing in the male line
   b) Men stay in the family while the girls marry outside of it into other family households.
5. The gentry class
   a) They were the out-of-office reservoir of the degree-holders and bureaucracy
   b) They lived chiefly in the walled towns
   c) They were the buffer between populace and official
6. Other classes:

   Merchants and soldiers

Unit 2 - Chinese Political Tradition

1. The success of the Chinese government
   a) The educated class runs the government
   b) The Confucian ideals were inculcated--loyal, moral and intellectual
2. The Emperors in ancient China
   a) The emperor was regarded as a kind of father of his people.
   b) He was declared to hold his office through the Mandate of Heaven.
   c) Heaven might transfer its decree to someone else, if he proved himself unworthy.
   d) His subjects, and especially his ministers, owed him loyalty.
3. The concept of law in China
   a) The ancient Chinese idea of the order of nature
   b) The ruler swayed the people by his virtuous conduct and moral example, not by law.
   c) The necessity of human actions harmonizing with the laws of nature
4. The governmental officials were corrupt
   a) "Squeeze": Junior officials in the course of their duties gave superiors customary "gifts."
   b) "Nepotism": It supported the "squeeze" system by giving an added sanction for personal arrangements contrary to the public interest.
5. The causes for the long duration and political stability of the Chinese empire:
   a) Governed by moral agency
   b) Served by the wisest and ablest men in the nation
   c) Have the right to depose a sovereign
   d) Unity of Chinese culture

Unit 3 - Chinese Educational Tradition

1. The aims of formal education in ancient China
   a) The training for service to the state
   b) The training to be in the Buddhist priesthood
2. Women's education in ancient China
   a) Women were not admitted either to the civil service examinations or to the schools
   b) Most of the women are illiterate, especially poor people
   c) In well-regulated homes, the daughters were given a careful education by their mothers in the management of a household and in their duties toward their future husbands and parents-in-law.
   d) Women without too much knowledge are considered virtuous
3. The faults of the old educational system
   a) The lack of physical education
   b) Emphasized memory and discouraged independent thought
   c) Limited phases of human knowledge
   d) Little help was given for meeting the problems of later life
   e) Too proud to demean themselves by manual labor and unadapted to most profitable occupations
4. The values of old educational system
   a) A large proportion of the male population obtained education
   b) Education proved of assistance in prepetuating Chinese culture and in promoting the unity of the Chinese empire.

Unit 4 - Chinese Economic Tradition

1. Two of the greatest economic problems of China
   a) Land shortage
   b) Population pressure
2. The solutions by the emperors in ancient China
   a) Military conquest: in order to enlarge China's living space
   b) Equal land distribution among peasant families
3. Two possible solutions of the economic problems
   a) To reduce population pressure by practicing birth control.
   b) To make equally available to all what the land produced
   c) To expand the tillable land
4. A Chinese family as an economic unit
   a) It was consisted of 3 or 4 generations--the members of the family protected one another in financial matters
   b) All income of a family would go into a common treasury
   c) The actual amount one received usually varied in accordance with seniority (age) rather than earning power
   d) If the family prosperod, all members benefited, and vice versa.

Unit 5 - Chinese Art I

1. Architecture

   a) Main characteristics:

      1) The desire to make the works of man be in harmony with the universe

      2) Walls have been prominent: every city has had one for defense

      3) The enclosed court: quadrangles, square or elongated

      4) Extensive use of wood

      5) Important buildings have been placed on platforms

      6) The roof: elaborate decorations of designs

      7) The pagoda has been prominent

      8) Bridges: mostly a single arch

      9) Graves: imperial tombs are impressive

   b) Peking: the most majestic city architecturally

      1) Temple of Heaven

      2) Imperial palaces: the Forbidden city of Peking

      3) High walls with higher towers

   c) Great Wall

      1) Over fifteen hundred miles

      2) Ch'in Shih Huang Ti built the Wall

2. Gardens

   a) Many private home had its gardens

   b) The gardens was a miniature landscape, with hills, streams, trees, and lakes.

   c) Water is essential and was directed into pools.

   d) The range of flowers and decorative shrubs and trees

Unit 6 - Chinese Art II

3. Chinese Painting

The outstanding characteristics:

a) Painting is with a brush and in ink and watercolors.

b) Skill in wielding the brush is a slow and arduous practice.

c) Paintings are often in the form of a scroll which bears the seals and a poetic comment on the picture

d) The subjects of paintings: landscapes, flowers, trees, bamboo, horses, birds, insects, fish, animals and historical incidents.

e) A painter often wrote a short poem on the painting

f) Small human figures have often been introduced--man is conceived as a part of the nature.

Unit 7 - Chinese Art III

4. Chinese Calligraphy

a) Calligraphy and painting have been regarded as branches of the same art.

b) The writing materials: paper, pen, ink, and inkstone

c) Calligraphy must show originality, strength and personality

d) Three most common styles:

Regular: with lines and strokes written one after the other

Running: with lines and strokes joined together whenever convenient

Grass: a shorthand form of writing

e) Chinese calligraphy is an art, a philosophy, and a form of relaxation.

f) A painting has to convey an object, but a well-written character conveys only its own beauty of line and structure.

Unit 8 - Chinese Art IV

5. Chinese Music

a) Chinese music reflects traditional regard for ceremony.

b) Confucius considered music an integral part of his reforming people's manners and customs.

c) In ancient times, Chinese music almost completely ritualistic.

d) Confucian rituals were marked by slow and stately choral music accompanied by flutes and percussion.

e) Opera Music usually has been associated with the theater. It is loud, raucous, and sometimes shrill, gongs, drums, cymbals, and clappers.

f) Folk music is simple and rhythmic.

g) Popular Chinese classical musical instruments:

1) The Chin, has seven strings of equal length stretched along a wooden sounding board about four feet long.

2) The Pipa, has four strings and frets on a gourd-shaped frame.

3) The Hsiao, a flute with six fingerholes. Made of bamboo, is often used as a solo instrument.

4) The Ti, a seventh hole has a thin membrane over it to give the tone a more piercing quality.

5) The Sheng, has a bundle of asymetrical tubes protuding from one end.

6) The Cheng, a 16-string zither invented in the Ch'in dynasty.

Unit 9 - Chinese Literature I

1. Introduction:
   a) The greater part of the Chinese literature has been written in the classical style.
   b) Until the 20th century, composition in the speech of every day was considered beneath the dignity
2. Ancient Chinese Classics--the Confucian canon and Taoist teachings
   a) The Five Classics: Book of History, Book of Songs, Book of Changes, Spring and Autumn Annals, and Book of Rites.
   b) The Four Books: Analects, Mencius, Great Learning, and The Doctrine of Mean
   c) Tao Te Ching by Lao Tzu

Unit 10 - Chinese Literature II

1. Han Literature
   a) Rhymed prose (FU): rich of imagery
   b) The Chien-An Literature
   c) Poetry of common people: The Yueh-fu poems
2. T'ang Literature
   a) Great age of poetry: Wang Wei, Tu Fu, Li Po, Po Chu-yi
   b) Poetry and the examination system, Confucian themes
   c) Short stories in classical language

Unit 11 - Chinese Literature III

1. Yuan Literature

   a) Popular drama: Chinese opera

   b) Popular novels in colloquial language:

      1) All Men are Brothers (Shui Hu Chuan)

      2) Romance of the Three Kingdoms (San Kuo Yen-yi)

2. Ming Literature

   a) Novels: Monkey (Hsi Yu Chi), Golden Lotus (Chin P'ing Mei)

   b) Collections of colloquial short stories

   c) Ming Theater:

      One of the best plays: P'i-P'a chi, "The Guitar" by Kao Ming

Unit 12 - Chinese Literature IV

3. Ch'ing Literature

   a) Novels:

      1) Social satire: The Scholars (Ju-lin wai-shih)

         Flowers in the Mirror (Ching-hua-yüan)

      2) Novel of manners: Dream of the Red Chamber (Hung-lou meng)

   b) Drama:

      1) The most famous authors:

         Li Yü, K'ung Shang-jen and Hung Sheng

      2) "Shih chung ch'u"--by Li Yü

         "T'ao hua shan"--by K'ung Shan-jen

4. Modern Chinese fiction

   a) Influence of European literature, emphasis on plot, character

   b) Novels and short stories; the social satire of Lu Hsün; tension between hope and despair as a common theme

   c) Literary societies and theories of literature; art for art's sake vs. art for the sake of society

Unit 13 - Chinese New Year

1. Chinese New Year falls on the first day of the Lunar Calendar.
2. It is the great occasion of family reunion.
3. The New Year was the time for the settlement of debts.
4. Honors were paid to ancestors and gods.
5. The day itself and the several days following were devoted to feasting and visiting.
6. Children greet their parents with proper terms and phrases.
7. Pupils paid their respects to their teachers, and friends called on one another and exchanged good wishes.
8. The couplets for all the doors are pasted--the wishes of the family.
9. Firecrackers, incense sticks, candles and sweets are brought for use in the ceremonies.
10. The ending of the New Year Celebration--on the fifteenth day of the first month with the Feast of Lanterns.

Unit 14 - Other Chinese Festivals and Special Days

1. Ch'ing Ming: the chief spring festival.
   a) A time for commemorating the dead.
   b) By repairing and cleaning graves and placing offerings before the ancestral tablets and on the tombs.
2. The Dragon Boat Festival: on the fifth day of the fifth moon
   a) The craft were long and narrow and at the bow each had a dragon's head.
   b) The races between "dragon-boats" were commemorative of the search for the dead body of Ch'u Yuan, a statesman, who is reputed to have commited suicide by drowning.
3. Mid-Autumn Festival: the harvest festival in the eighth month
   a) Moon cakes were made.
   b) A time of rejoicing and feasting for all ages.

Unit 15 - Chinese Recreations

1. The Contrast between China and the West
   a) China: an unenergetic diversion
      1) Confucian teaching: fighting men and their works are evil
      2) Most amusements were confined to non-strenuous recreations.
   b) The West: a strenuous diversion
      1) Aristocratic tradition: Fighting and bodily skill as essential part of a gentleman
      2) Emphasis upon athletics, such as bull fights, football and Olympic games of Greece.
2. A cultured gentleman of old China was supposed to be versed in the four arts mentioned below: 1) calligraphy, 2) painting, 3) the lute, 4) Chess.
3. Other popular enjoyments:
   a) Wine, woman and song: Prostitution was legal throughout Chinese history; it was not abolished until the Communists took over the country in 1949.
   b) Attending a theater: Chinese opera
   c) Watching an animal show
   d) Visiting a tea house: entertained by a storyteller
   e) Feasting such as wedding and many business transactions
   f) Gambling: "Mah jong" and "Fantan"
4. The popular Children's recreations:
   a) Flying kites
   b) Keeping a shuttlecock in the air with their feet
   c) Cricket fight
   d) Fishing, swimming, etc.

Unit 16 - Chinese Funeral Ceremony

1. When a parent dies, all plans are suspended.
2. White paper pasted on doors and windows and the wearing of white garments and shoes by the mourners.
3. Wailing is the overt sign of lamenting.
4. Coffin is kept in the house for one to three months.
5. A parent's death must be reported to all relatives and friends.
6. "Feng shui" is considered in choosing a burial place.
7. Ancestor's burial place exert a real influence upon the future of their children and grandchildren
8. The funeral of old age is more elaborate than the young.
9. "Ancestor Worship" is practiced for the memory of the deceased parents.

Unit 17 - Chinese Ancestral Tablets and Ancestral Halls

1. Two accounts of the origin of the ancestral tablets
2. Daughters not permitted to erect a tablet
3. Worshipped for three or five generations
4. Fixed times for worshipping the tablet
5. Worship of ancestors in ancestral halls
6. Description of the Hall--general and branch Halls
7. Size and appearance of the tablet
8. Manner of worship of the tablets
9. The ancestral tablet used in private houses
10. At the time of erecting an ancestral hall, a permanent fund is established by the family